A qualification cannot reflect the full meaning of the academic profession. The 'magic' of a subject is more than the sum of its parts. In deciding whether a staff member has earned a given qualification, the principal test will be whether they are able to reflect on how they exercise their profession, and identify and tackle any deficiencies. This is important, because it allows them to continue to develop relevant personal qualities.

Utrecht University distinguishes between Basic Qualifications and Senior Qualifications. The Basic Qualifications form an initial level of assessment, and relate to the minimum qualities that a staff member must possess in order to be able to function satisfactorily at lecturer (UD) level.

Separate qualifications are obtainable for teaching and for research.

	Research	Teaching
Basic level: Minimum qualities that a staff member must have at lecturer level	*Basic Research Qualification*	*Basic Teaching Qualification*
Senior level: Minimum qualities that a staff member must have above lecturer level	*Senior Research Qualification*	*Senior Teaching Qualification*

3. Research qualifications

3.1 Basic Research Qualification

To obtain the Basic Research Qualification the staff member must meet the criteria for admission to the degree of doctor, as laid down in the Utrecht University PhD regulations or in a comparable set of regulations of any other university.

3.2 Senior Research Qualification

Minimum requirements for the Senior Qualification:

- PhD or comparable research achievement (Basic Qualification)
- In-depth knowledge of the discipline
- Demonstrable international recognition of scholarly publications
- Development of research programmes
- Ability to train researchers
- Managing collaborative groups of researchers
- Thorough understanding of quality assurance in relation to research
- Knowledge of the interrelationship between disciplines

Procedure

The way in which the performance and qualities of staff members are established and assessed is described in the faculty regulations.

4. Teaching qualifications

When drawing up the requirements for obtaining a teaching qualification, faculties should ensure that candidates meet at least the following criteria:

Candidates:

- Through the design, development and implementation of their teaching, advance students' knowledge of the subject area and contribute to their academic training;
- Make clear to students how the material covered by the course fits into the overall teaching programme, is relevant to career options, and relates to the social context;
- Create a climate in which students are encouraged to learn, with due attention being given to the interaction between teacher and students, and among students themselves;
- Base the design, development and implementation of their teaching on the study behaviour of students; their teaching activates and supports students' learning;
- In designing, developing and implementing their teaching, work creatively together with colleagues both within and outside their subject area.

4.1 Basic Teaching Qualification

The minimum requirements for this qualification are as follows:

Professional qualities

Candidates are able:

- To create a stimulating, activating and constructive climate for study, in part by being enthusiastic and committed;
- To communicate fluently in speech and in writing in the language of instruction (Dutch and/or English), use the normal equipment available in the teaching environment, and relate well both socially and communicatively with students and colleagues;
- To reflect on their own functioning and be open to criticism from students and colleagues in relation to it; they are open to new ideas and are able to develop on a continuing basis.

Subject area qualities

Candidates are able:

- In designing and implementing their teaching, to select and develop teaching materials that take into account the current state of affairs in the relevant subject area in such a way that the goals of the module are achieved;
- To relate theory and practice and to show how their subject area is linked to related disciplines and areas of scholarship;
- To develop assessment instruments and procedures that are appropriate to the relevant subject matter and learning activity.

Teaching qualities

<u>Designing modules</u>

Candidates are able to design a module in such a way that it fits in with students' background knowledge, the goals of the module, and the place of the module in the overall programme, as evidenced in:

- The choice of appropriate materials and educational formats for the acquisition of knowledge; and
- The choice of activities for the acquisition of skills, both subject-oriented and academic.

<u>Teaching</u>

Candidates are able:

- To use a variety of relevant, motivating and educationally sound teaching methods (e.g., work group, seminar, independent study, lecture, practical, etc.) and teaching techniques (e.g., use of presentations, ICT, etc.), and are able to alternately take the roles of expert and coach;
- To encourage students to express themselves fluently in speech and in writing in the normal languages of instruction (Dutch and/or English) and to learn to analyse problems;
- To be approachable to individual students and to motivate them to independent study behaviour, and to help them structure this. In doing so, candidates may exploit the variety of strategies present for independent studying and learning;
- To supervise individual students (e.g., through tutoring);
- To supervise study assignments (e.g., Bachelor's thesis, research placement);

- To offer teaching in such a way that account is taken of the diversity among the students with regard to prior knowledge, aptitude, background and individual circumstances.

Testing and evaluating teaching

Candidates are able:

- To make a well-considered choice from the various types of testing methods, and to ensure that the tests are a true reflection of the module and comprehensively test knowledge and skills. Candidates are also able to give feedback and to assess presentations, and, after consideration of the various graded assignments contained in a student's portfolio, to arrive at a final assessment;
- To evaluate their own teaching (or arrange for it to be evaluated by a third party) and to modify it on the basis of such evaluation, or possibly as a result of new developments in the subject area.

Organisational qualities

Candidates are able:

- To formulate the objectives of the module(s) in line with the way in which teaching and/or academic programmes within the faculty are organised. This means working as a member of a team and conferring with colleagues or other individuals concerning the content and form of their teaching;
- To ensure that the practical aspects of the module are organised in an efficient and timely way (e.g., module guide, digital support, tests, etc.).

Training model

The faculty regulations shall contain at least the following elements.

Tutor and training programme

A member of the academic teaching staff who has not yet obtained the Basic Teaching Qualification will be assigned a tutor to guide his/her training.

Together, the candidate and tutor draw up a training programme geared to the candidate's specific circumstances, taking account of the candidate's previous training and experience, his/her teaching style and the candidate's professional duties. This training programme consists of two main elements:

- A portfolio compiled by the candidate;

- Specific training to be followed by the candidate (e.g., courses, individual supervision provided by the tutor, etc.)

In the case of a full-time appointment, the programme shall not cover a period of more than two years.

The tutor follows the candidate's learning process with respect to both subject matter and teaching skills, and ensures that the training programme is followed according to plan. The tutor attends and provides feedback on at least one of the candidate's teaching sessions.

Teaching portfolio

The compilation of the portfolio is essentially a self-study activity leading to growth. In the portfolio, the candidate primarily reflects on (and is confronted with) aspects of his/her own teaching. This process of self-reflection enables the candidate to identify points that require attention and to make appropriate improvements.

The portfolio is a collection of information (data, materials, evaluations, etc.) relating to the candidate's teaching and the training undertaken by the candidate. The information should provide a clear picture of the quality of the teaching provided by the candidate, the candidate's skills, the candidate's progress towards obtaining the Basic Qualification, and the candidate's reflection on his/her experiences in teaching and in working within the teaching institute. Candidates may decide for themselves which tools they will use to aid self-reflection, but these shall include at least student evaluations of the candidate's teaching.

Assessment and protocol

If the candidate has a full-time appointment, he/she is assessed within two years of starting the training programme. This assessment is based on the portfolio described above.

The Assessment Committee decides whether the candidate meets the requirements for the Basic Teaching Qualification. This Committee is set up by the Dean of the Faculty and consists of professors and/or senior lecturers (UHD level). The Committee shall comprise at least the following:

- Two senior lecturers or professors, one of whom is particularly trained in teaching and one of whom is from outside the candidate's discipline;
- The candidate's tutor.

In the event of a favourable result, the Assessment Committee shall report this to the Dean, who, on behalf of the University Board, signs the certificate in formal recognition of the fact that the candidate has satisfied the requirements for the Basic Teaching Qualification. The faculty shall submit a list of successful candidates to the University Board annually.

In the event of disputes, the Dean of the Faculty shall first attempt to mediate between the parties. If necessary, the university Doctorate Board (*College voor Promoties*) shall act as an appeal body.

4.2 Senior Teaching Qualification

The Senior Teaching Qualification presupposes the Basic Teaching Qualification and builds on it.

A training programme for the Senior Teaching Qualification is not subject to any formal requirements. However, candidates shall be given the opportunity to compile a portfolio (e.g., by following training courses and/or receiving individual professional coaching), so that the Senior Qualification can be awarded on that basis. Specific details will be agreed separately in each case, and a tutor will normally be appointed to supervise the candidate in obtaining the Senior Qualification.

The minimum requirements for this qualification are as follows:

Professional qualities

Candidates are able:

- To articulate a well-considered view of university education in its social context;
- To make connections between the academic programme and related social fields, evidenced by, amongst other things, participation in bodies both within the academic world and in society at large;
- To keep up to date with developments and innovations in university teaching and to continue to develop their skills and insight.

Subject area qualities

Candidates are able:

- To demonstrate in-depth knowledge of current research in their subject, and a good overview of the areas where their subject overlaps with other relevant areas of scholarship;
- To show evidence that they have, on a regular basis, produced teaching materials or conducted educational research that transcends course boundaries, and contributed to the success of collaborative teaching projects;
- To creatively design and develop a teaching programme (or a significant part thereof), to evaluate it critically and to contribute to policy discussions in their subject area.

Teaching qualities

Candidates are able:

- To use various methods of teaching and supervision, both in relation to subject matter and academic skills, based on broad experience of using a wide range of teaching methods and at various levels within the programme;
- To develop and/or modify teaching, based on the results of evaluations or on current developments in the subject area, the university department, teaching approaches, society and technology (e.g., ICT). Such innovations in teaching may take place at the level of individual courses or groups of courses (e.g., the whole or part of a programme);
- To coach and/or supervise students at all levels (Bachelor, Master and PhD), and to supervise and train teachers (or contribute to their training);
- To show evidence that they have, on a regular basis, produced (either independently or jointly with others) teaching materials and/or publications dealing with broader university teaching issues, and/or assumed editorial responsibility for such matters, either in books or recognised journals.

Organisational and managerial qualities

Candidates are able:

- To demonstrate in-depth insight into quality assurance and to design quality assurance for curriculum modules, and oversee its implementation;
- To formulate the objectives of a programme (or part of a programme), and to implement these in a number of related modules, in line with the way in which teaching is organised and the policy of the programme, faculty or university. Candidates are therefore also capable of participating in curriculum committees, faculty consultative bodies, national and international subject-related or teaching networks, social institutions, etc.;
- To consult with colleagues about the form and content of teaching, and to give inspired leadership in this field to a number of teachers and possibly also support staff.

Assessment and protocol

As in the case of the Basic Teaching Qualification, candidates for the Senior Teaching Qualification each compile a teaching portfolio, which is submitted for assessment to the Assessment Committee. This portfolio should show (a) that the candidate is capable of reflecting on both his/her own teaching and the teaching provided within the programme, and

also on his/her organisational and management experiences; and (b) that the candidate's performance on the points identified as needing attention has improved.

The Assessment Committee shall determine whether the candidate has met the requirements for obtaining the Senior Teaching Qualification. This Committee is set up and composed in the same way as for the Basic Teaching Qualification. In the event of a favourable result, the Assessment Committee shall report this to the Dean, who, on behalf of the University Board, signs the certificate in formal recognition of the fact that the candidate has satisfied the requirements for the Senior Teaching Qualification. The faculty shall submit a list of successful candidates to the University Board annually.

In the event of disputes, the Dean of the Faculty shall first attempt to mediate between the parties, and if necessary, the university Doctorate Board (*College voor Promoties*) shall act as an appeal body.